Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration **Texas Education Agency** **1701 North Congress Ave** **Austin TX 78701-1494**	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Driscoll Independent School District	178905	Driscoll Elementary and Middle School	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	2	27	042614800

Mailing address		City	State	ZIP Code
P.O. Box 28		Driscoll	TX	78351

Primary Contact

First name	M.I.	Last name	Title
Cynthia	M.	Garcia	Superintendent
Telephone #	Email address		FAX #
361-387-7349, ext. 4009	cgarcia@driscollisd.us		

Secondary Contact

First name	M.I.	Last name	Title
Lynn		Landenberger	Principal
Telephone #	Email address		FAX #
361-387-7349, ext. 4008	llandenberger@driscollisd.us		

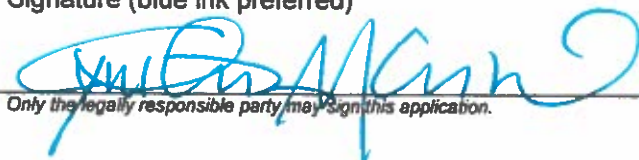### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Cynthia	M.	Garcia	Superintendent
Telephone #	Email address		FAX #
361-387-7349, ext. 4009	cgarcia@driscollisd.us		

Signature (blue ink preferred)   Date signed

May 13, 2014

Only the legally responsible party may sign this application.

701-14-107-235

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178905	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178905	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 178905	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 178905	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In order to prepare all students for the challenges faced in an increasingly **complex and competitive 21st century work environment,** instructional staff have developed a plan to **reach academic proficiency** through the access and use of electronic instructional materials which will provide students a deeper, more complete understanding of complex concepts in every subject – **Reading, Math, Science, and Social Studies.**

Located in **rural, south Texas** between Robstown and Bishop, Driscoll Independent School District serves a growing student population of approximately 320 students in grades Pre-Kindergarten through eighth. With a population of **79.8% economically disadvantaged,** 29.7% At-Risk, 10.3% Limited English Proficient, and 92.1% Hispanic, Driscoll ISD serves **one of the neediest student groups in the state.** As a small rural school district, Driscoll ISD students have limited essential resources. Many families reside in colonias, which are substandard housing developments that lack basic services such as drinking water, sewage treatment, and paved roads. These colonias are more than 20 miles from the nearest town and have little or no access to reliable **up-to-date information and direct connectivity** to pursue future opportunities and to meet individual expectations.

To remedy this situation, Driscoll ISD has implemented a range of activities including a year round school calendar, **tiered intervention** for all struggling students, PIMA (Parents Involved in Monthly Activities), district funded full-day PK program, along with various college and career readiness activities. In the past these initiatives were successful, but in a more rigorous, digital world, they fall short and thus do not level the playing field to allow equal access to information.

In 2013, the STAAR assessment results were alarming when analyzed through the Phase II performance standards which will begin in the 2015-2016 school year. Driscoll students would have only achieved a **46% proficiency in Reading, 37% proficiency in Math, 34% proficiency in Writing, 47% proficiency in Science, and 30% proficiency in Social Studies.** For Driscoll ISD, this was unheard of. Students in Driscoll have a history of proficiency rates above 90% in all tested subject areas. New Texas Essential Knowledge and Skills in **ELA, Social Studies, Science, and Math, a new more rigorous assessment, new accountability standards,** and the fact that the most effective curriculum materials are now on-line, the district has realized students **need 24/7 dedicated, personalized access** to **curriculum materials** and digital applications to foster their success in the coming years.

Driscoll ISD has demonstrated its ability to meet and exceed the challenges of the past; challenges associated with children who are economically disadvantaged, in danger of academic failure, and reside in rural underdeveloped areas. The new challenges faced by the district stemming from the lack of adequate digital resources can be met with the same tenacity and fervor with funding provided through the Technology Lending Grant. Coupled with these grant funds, Driscoll ISD has the **talent, management capacity, and resilience** to implement a very successful technology lending program.

Driscoll proposes an initiative greater than putting "cool gadgets" in the hands of students. Instead, the district will focus on the acquisition of information through a **comprehensive digital program of in-class and out-of-class** curriculum materials and **intervention activities.** The goal is to **reach students in the ways that they learn best** – through dynamic, engaging digital materials which they can use and which they find relevant. Using a variety of curriculum materials such as electronic interactive textbooks for Math and Science, Reading Renaissance on-line curriculum, Study Island, ALEKS, Imagine It and an assortment of educational apps. Internet connectivity is a huge challenge for students living in one of the three colonias located within Driscoll ISD boundaries. These funds would also provide internet service for the students living in this area. With the acquisition of these grant funds, the district is prepared to move forward and fully embrace 21st century digital teaching and learning.

The cornerstone of this vision is to provide a one-to-one platform using iPad technology to every 5th through 8th grade student. The process for rolling out Driscoll's technology lending program will involve a significant amount of **training for students and their parents emphasizing digital citizenship, acceptable internet use, and equipment maintenance and care.** The District plans to utilize a **mobility management system** as a means to manage applications, configure settings, and monitor devices to ensure compliance with school district internet use policies. This tracking system allows the District to manage which web sites and resources are available to students through the devices. The curriculum resources provided through this program will allow instructors to tailor learning to meet individual student needs, provide pre-teaching opportunities to struggling students, and to provide a learning appetizer or "hook" for the next day's lesson.

Driscoll ISD has **set aside funds for the purchase of the electronic interactive textbooks** in Math and Science, and have already begun training teachers on the new technologies and curriculum materials. The Principal and the District Technology Coordinator along with a committee of teachers have researched and priced out the necessary

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equipment and educational applications. The District Technology Coordinator has also moved forward with plans to address and ensure that the **Wi-Fi connectivity** will be more than sufficient to support the 100 additional iPad devices.

Driscoll ISD has a **history of success with technology**. Several years ago, Driscoll ISD purchased 43 first generation iPads which are utilized throughout the school on a regular basis. These iPads are running an outdated IOS system which will no longer support new updates, therefore; many of these iPads need to be retired. Along with iPads, every classroom features an interactive whiteboard with internet access. The district has also invested in video-conferencing equipment and other technologies to support the programs available in the district. These technological initiatives combined with the advances in digital curriculum content will propelled the district into the future harnessing not only greater student engagement but a deeper understanding of academic content, thus closing the gap.

Local policies and procedures are in place for the successful launch of the 2014-2016 Technology Lending program. Driscoll ISD has prepared the **Acceptable Use Policy and the lending agreements** which are essential for this program to truly serve the students at a high level. In addition, through our systematic technology training and support which has featured over **12 hours of professional development** aligned to the **SBEC technology standards,** Driscoll ISD has identified and trained staff assigned at each campus who will support our teachers and students with **"just in time" staff development**. Faculty is expected to and has successfully met the standards of technology required from the SBEC. Campus administrators monitor faculty and students' progress on skills acquisition of these technology standards laying a solid foundation from which the Technology Lending Program can launch. Driscoll ISD has worked diligently to establish clear installation timelines, unambiguous roles and responsibilities, and justified valid needs for the program to provide access to one of the neediest populations in Texas.

Driscoll ISD continually focuses on evaluation data and is quick to monitor and adjust programs to make mid-course corrections, as needed. Many times, the details of a program cause the most trouble. We have found that through **collaboration and systemic review (surveys, discussions and observations),**most challenges can be easily identified and overcome. The 2014-2016 Technology Lending program has well-established deadlines, timelines and benchmarks as well as clearly defined roles and responsibilities which will make the program an extremely productive program for our most needy students.

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2014-2016 Technology Lending Program Grant

Schedule #6—Program Budget Summary						
County-district number or vendor ID: 178905				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$27,748	$	$27,748	
Schedule #9	Supplies and Materials (6300)	6300	$72,238	$	$72,238	
Schedule #10	Other Operating Costs (6400)	6400	$	$	$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	
Total direct costs:			$99,986	$	$99,986	
indirect costs (see note):			N/A	$	$	
Grand total of budgeted costs (add all entries in each column):			**$99,986**	**$**	**$99,986**	

Administrative Cost Calculation	
Enter the total grant amount requested:	$99,986
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$14,997

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 178905	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	
1	Connection Fees for Remote Connection	☐	$5,040	
2		☐	$	
3		☐	$	
4		☐	$	
5		☐	$	
6		☐	$	
7		☐	$	
8		☐	$	
9		☐	$	
10		☐	$	
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$5,040	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service: Insurance for Ipads and Computers to Manage IPADS	☐ Yes, this is a subgrant

Describe topic/purpose/service: Insurance for Ipads and Computers to Manage IPADS

	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
1	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs: iPad Insurance		$10,378	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$10,378	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 178905	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2	Specify topic/purpose/service: Platform to manage connectivity, tracking, content of Ipads	☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Manages web sites allowable, locations of Ipad devices		
	Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
	Contractor's payroll costs # of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services	$	
	Contractor's supplies and materials	$	
	Contractor's other operating costs: $210/month for 10 Ipads-- Connection Fees for Remote Connection	$12,330	
	Contractor's capital outlay (allowable for subgrants only)	$	
	Total budget:	$12,330	

3	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
	Contractor's payroll costs # of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services	$	
	Contractor's supplies and materials	$	
	Contractor's other operating costs: Platform Subscription to Manage Ipads and Connectivity	$	
	Contractor's capital outlay (allowable for subgrants only)	$	
	Total budget:	$	

4	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
	Contractor's payroll costs # of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services	$	
	Contractor's supplies and materials	$	
	Contractor's other operating costs	$	
	Contractor's capital outlay (allowable for subgrants only)	$	
	Total budget:	$	

5	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
	Contractor's payroll costs # of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services	$	
	Contractor's supplies and materials	$	
	Contractor's other operating costs	$	
	Contractor's capital outlay (allowable for subgrants only)	$	
	Total budget:	$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 178905	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

			Grant Amount Budgeted	
6	Specify topic/purpose/service:	☐ Yes, this is a subgrant		
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
7	Specify topic/purpose/service:	☐ Yes, this is a subgrant		
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
8	Specify topic/purpose/service:	☐ Yes, this is a subgrant		
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

		Amount
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$
a.	Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:	$5,040
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$22,708
d.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$
	(Sum of lines a, b, c, and d) Grand total	$27,748

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 178905	Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				Grant Amount Budgeted
	☐ Print shop fees		☐ Technology-related supplies		
	☐ Postage		☐ Other:		$ 0
	☐ Copy paper		☐ Other:		

Technology Hardware—Not Capitalized

6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	1	iPad Air Wi-Fi 16GB Space Gray	iPad Tablet -- Instructional	80	$479	
	2	iPad Air Wi-Fi + Cellular for AT&T 16GB-Space Gray	iPad Tablet – Instructional	20	$604	
	3	iPad Air Smart Case – Black	iPad Tablet Case - Instructional	100	$73	$72,238
	4	MacBook Pro	Install Apps and Curriculum on iPads	2	$2,117	
	5	iPad Cart	Cart to Install Apps and Manage iPads	4	$2,576	

6399	Technology software—Not capitalized	$
6399	Supplies and materials associated with advisory council or committee	$
	Subtotal supplies and materials requiring specific approval:	$72,238
	Remaining 6300—Supplies and materials that do not require specific approval:	$
	Grand total:	**$72,238**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 178905		Amendment number (for amendments only):	
	Expense Item Description	**Grant Amount Budgeted**	
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:	$	
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	$	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	
6429	Actual losses that could have been covered by permissible insurance	$	
6490	Indemnification compensation for loss or damage	$	
6490	Advisory council/committee travel or other expenses	$	
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	
	Subtotal other operating costs requiring specific approval:	$	
	Remaining 6400—Other operating costs that do not require specific approval:	$	
	Grand total:	$	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 178905	Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	
66XX/15XX—Technology hardware, capitalized					
2			$	$	
3			$	$	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
66XX/15XX—Technology software, capitalized					
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	
			Grand total:	$	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds		
County-district number or vendor ID: 178905		Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			124	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	1	N/A	Attendance rate	96.8%
Hispanic	108	89.3%	Annual dropout rate (Gr 9-12)	NA%
White	13	11.6%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	94%
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	36%
Economically disadvantaged	91	73%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	14	9%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	N/A	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public							29	34	28	33					124
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:							29	34	28	33					124

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process that has been implemented at Driscoll ISD was established utilizing existing information and questionaires from various community stakeholders. This information, along with the Texas Long Range Technology plan, the District's Technology plan, and Campus Improvement plans, has served as a guide, to help identify the technology needs of Driscoll students as well as provided a clear model from which to prioritize the needs. Topping the list of priorities, the district plans to increase proficiency in 21st century skills and technology in order to prepare students for increasingly complex work environments. The district envisions that whatever acadmic career path students' choose, exposing students to 24/7 access to web driven curriculum within their own homes and enabling those students who otherwise may never own an iPad much less have internet access, the same opportunities as their affluent peers. Driscoll ISD would like to ensure that students will have a fair and equitable opportunity to compete in the ever increasing technology driven work industry of the 21st century. Increased achievement in the Core Curriculum areas of Math, Science, Reading, and Social Studies through individualized learning and progress monitoring was another identified need based on the student performance data specifically that of the 5th, 6th, 7th, and 8th graders from DISD. Campus and district administrators, through the disaggregation of data, have identified students who are in need of internet access at home via a home survey provided to the families of Driscoll ISD elementary and middle school. In addition, the district utilized the campus star chart to identify professional development needs in order to successfully implement the lending program and to identify local district funds to ensure professional development is budgeted for the upcoming school years to support this endeavor. Results from the needs assessment identified access to one-to-one interactive e-textbooks, curriculum, and electronic resources as a third priority. The process Driscoll ISD has undertaken to identify this need began with moving to a technology enriched environment by integrating iPads into the elementary and middle school classrooms. Through the initial iPad deployment, district administrators and staff realized the value of digital learning for today's generation of learners weaned on gadgets. Teachers and administrators met to discuss which online curriculum and electronic resources best align to the district's mission. The Site Based Decision Making committee, utilized classroom observations, student surveys, and technology debriefing session to broaden the district's technology initiative. However, the committee quickly ascertained that without each student having a working device access to the new online web-based curriculum materials would be very limited. Driscoll students would never reach the level of digital competence required for the future. Not only are student limited by the lack of devices available, some students reside in a rural colonia where internet accessibility is virtually nonexistent. The process used in identifying this need involved researching how feasible it will be to provide a reasonable cost internet access to the targeted students in this rural area. Once pricing was obtained, it allowed Driscoll ISD to establish an accurate budget to account for this need. Finally, systematic induction and ongoing professional development will be key for all students, teachers, and parents to ensure a strong focus on Digital Citizenship and technology applications including ebooks, iPads, email, and other software for success in 21st century work environments. The process used to identify this need involved the use of surveys to various stake holders soliciting perceptions of and how the use of these devices will be used at school and at home. The data revealed that the professional development plan will be a central component of Driscoll's Technology Lending Program. This plan will be regularly reviewed and adjusted to meet the needs of staff, students, and parents based on the surveys, monitoring, and feedback. Reports will be provided to the principal, superintendent and committees

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Schedule #13—Needs Assessment (cont.)	

County-district number or vendor ID: 178905 | Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increased proficiency in 21st century skills and technology in order to prepare students for increasingly complex work environments.	Technology proficiency assessments at regular intervals throughout the grant program combined with regular training and monitoring of students, teachers, and parents will ensure that students have increased technological proficiency in the targeted technological skills.
2.	Increased achievement in Core Curriculum areas of Math, Science, Reading, and Social Studies through individualized learning and progress monitoring.	Increased access to high quality curriculum, personalized programs in core subject areas, and ongoing monitoring will increase student achievement in each of the Core Curriculum areas.
3.	1:1 access to interactive e-textbooks, curriculum, and electronic resources through implementation of the 1:1 program.	1:1 access will be provided by the procurement of additional devices which would not be available without the program. Additionally, training and ongoing support for students, teachers, and parents provided through the program will ensure effective use of the devices.
4.	24/7 access via reliable internet connectivity to interactive e-textbook, curriculum, and other critical tools for student learning.	24/7 access will be provided by the procurement of additional devices which would not be available without the program. Additionally, training and ongoing support for students, teachers, and parents provided through the program will ensure effective use of the devices.
5.	Systematic induction and ongoing professional development for students, teachers, and parents with a strong focus on Digital Citizenship and technology applications including interactive e-textbooks, iPads, email, and other software for success in 21st century work environments.	The professional development plan will be a central component of the program. This plan will be regularly reviewed and adjusted to meet the needs of staff, students, and parents based on the surveys, monitoring, and feedback.

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Schedule #14—Management Plan

County-district number or vendor ID: 178905	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Manager - Principal	Evidence of strong organizational skills, 5 years of managing grants and programs. Background in Technology preferred, Valid Texas Teaching Certification required and Administrative Certification or Master's degree preferred.
2.	Instructional Technologist - VP	Evidence of strong classroom performance, varied experience in subject areas including instructional technology, 5 years minimum as a classroom teacher, 5 years minimum as staff development leader, Valid Texas Teaching Certification required and Administrative Certification or Master's degree preferred.
3.	Instructional Support – Lead Teacher	Evidence of strong classroom performance, varied experience in subject areas including instructional technology, 2 years minimum as a classroom teacher, 3 years minimum as staff development leader, Valid Texas Teaching Certification and Library Certification required and Administrative Certification or Master's degree preferred.
4.	Instructional Technical Support	Evidence of strong technological management experience, ability to provide technical support required to implement program, ability to provide training to teachers and staff, some college preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase Access to Curriculum Resources for 24/7 Real Time Access	1.	Procure and install e-textbooks software on iPads	10/01/2014	12/1/2014
		2.	Provide induction training to instructional staff	10/01/2014	12/1/2014
		3.	Provide induction training to teachers/students	10/01/2014	12/1/2014
		4.	Provide access to and use of e-textbooks, videos	10/01/2014	8/31/2016
		5.	Provide ongoing training and monitoring	10/01/2014	8/31/2016
2.	Increase Student Technology Proficiency to Prepare for 21st Century Careers	1.	Establish student technology proficiency levels	10/01/2014	12/1/2014
		2.	Establish teacher technology proficiency levels	10/01/2014	12/1/2014
		3.	Provide ongoing access to students and teachers	10/01/2014	8/31/2016
		4.	Implement, monitor, and adjust PD plan	10/01/2014	8/31/2016
		5.	Evaluate proficiency levels of students and teachers	10/01/2014	8/31/2016
3.	Increase Student Progress & Engagement in Core Subject Areas	1.	Establish baseline performance in core subjects	10/01/2014	12/1/2014
		2.	Review iPad curriculum tools with teachers	10/01/2014	8/31/2016
		3.	Administer benchmarks in core subjects	10/01/2014	8/31/2016
		4.	Survey students every 9 weeks on implementation	10/01/2014	8/31/2016
		5.	Evaluate progress in core subject areas	10/01/2014	8/31/2016
4.	Maximize Instructional Time In and Out of Classroom with Personalized Learning Platform and 1:1 Access	1.	Procure, configure, install and inventory devices	10/01/2014	12/1/2014
		2.	Train all staff on programs, policies, and procedures	10/01/2014	12/1/2014
		3.	Train all students on policies and procedures	10/01/2014	12/1/2014
		4.	Provide ongoing monthly training	10/01/2014	8/31/2016
		5.	All 5th, 6th, 7th, and 8th will have daily access to iPads	10/01/2014	8/31/2016
5.	Improve PD System for Students, Teachers, and Parents	1.	Review and adjust 1:1 PD plan with teachers	10/01/2014	8/31/2016
		2.	Implement 1:1 PD Plan with Teachers	10/01/2014	8/31/2016
		3.	Implement 1:1 PD Plan with Students	10/01/2014	8/31/2016
		4.	Implement Parent Outreach and PD plan	10/01/2014	8/31/2016
		5.	Evaluate and Revise PD plan – May/June	10/01/2014	8/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Driscoll ISD currently monitors the attainment of goals and objectives on a regular basis through the following Campus and District planning committees: technology and Site Based Decision Making committees. Each campus and district based committee meets on a quarterly basis to review progress on the specific objectives and timelines associated with each program listed in both the District and Campus plan and the District and Campus Technology Plan. The following programs have a cohesive management structure and clear lines of authority so that changes to the program can be easily made and approved by the committees and, if necessary, decisions can be presented to the Superintendent for approval quickly and efficiently, Title I, Title II, IDEA-B, Special Education, or English as a Second Language operate according to the state and federal requirements. Each committee member has the proper training, expertise, and experience in their subsequent fields, and house the necessary knowledge of program policies and procedures.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Driscoll ISD is working to implement a 1:1 program at the elementary, 5th grade level and at the middle school. A significant amount of time and material resources have been allocated to meet this goal; however, current funds are insufficient to implement the program to its fullest capacity unless additional funds are made available through the 2014-2016 Technology Lending Program grant. In spring 2013, a plan was drafted by the Campus Technology Committee to phase in iPads at a 1:1 ratio in the elementary 5th grade and the middle school in order to improve student outcomes in the core content areas. The committee created a plan with the focus on the adoption of e-textbooks for math and science, which will allow students access to dynamic and engaging instructional materials, such as videos, virtual science experiments and 3D math models which can be manipulated. All instructional materials could be accessed at school and from home. As part of the implementation of this plan, the district systematically trained two campus staff members who were knowledgeable in technology to provide training and day to day support for students, teachers, and staff. Through the Instructional Materials Allotment funds, the district has carefully budgeted to purchase the new science and math books in e-textbook format. In addition, the district has set aside funds for the library to purchase ebooks each year as part of the library budget. The grant funds will provide the initial investment in the iPads, iPad carts and MacBook Pro computers which are necessary to configure the iPads, install the iPad software, and maintain the 1:1 program. The district has a history of investment in technology and will continue to be able to support ongoing improvements so that students will have 24/7 access at the 5th, 6th, 7th, and 8th grade levels where the need for additional instructional time and support is most critical.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Student, Staff, and Parent – Beginning and End of Year Surveys	1.	Objective 1 Increase Access to Curriculum Resources for 24/7 Access
		2.	Objective 3 Increase Student Progress & Engagement in Core Subjects
		3.	Objective 5 Improve PD System for Students, Teachers, and Parents
2.	TEKS Based Technology Proficiency Assessments	1.	Objective 2 Increase Student Technology Proficiency
		2.	Objective 3 Increase Student Progress & Engagement in Core Subjects
		3.	Objective 4 Provide 1:1 Access to Maximize Instructional Time Both In and Out of Classroom with Personalized Learning Platform
3.	Teacher/Staff Focus Group – End of Each Year 2015, 2016	1.	Objective 5 Improve PD System for Students, Teachers, and Parents
		2.	Objective 1 Increase Access to Curriculum Resources for 24/7 Access
		3.	Objective 3 Increase Student Progress & Engagement in Core Subjects
4.	Math/Science/ELA/Social Studies Benchmarks in Target Areas	1.	Objective 3 Increase Student Progress & Engagement in Core Subjects
		2.	Objective 4 Provide 1:1 Access to Maximize Instructional Time Both In and Out of Classroom with Personalized Learning Platform
		3.	Objective 2 Increase Student Technology Proficiency
5.	PD Surveys – At End of PD Sessions/Induction Sessions	1.	Objective 5 Improve PD System for Students, Teachers, and Parents
		2.	Objective 2 Increase Student Technology Proficiency
		3.	Objective 3 Increase Student Progress & Engagement in Core Subjects

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for collecting data included in the evaluation design will involve the use of student, staff, and parent surveys. The purpose of the surveys will be to establish a beginning of year baseline and make objective data driven decisions that reflect the perceptions of the stake holders identified for this project. Teacher and staff focus groups will meet quarterly to generate data that identifies any problems with project delivery and possible corrections to the deficiency(ies). Benchmark data will be used to analyze the impact of iPad use in targeted core curriculum areas, enabling the district to identify successes and difficulties to make proactive corrections when necessary. TEKS based technology proficiency assessments will be used to ensure that adequate knowledge transfer and applicable understanding is demonstrated through the satisfactory performance on the technology TEKS based assessments. Surveys will be used at the end of each professional development session to identify any concerns or areas in need of assistance. District staff will prioritize and address each concern or area of need before the next professional development session. State assessment data, the use of the student assessment management system (DMAC), program level data, and the Texas Academic Performance Report formerly AEIS will be used to generate data on the performance and achievement of the targeted grades and the identified high need population(s). The process will be on going and sustained in order to identify and make corrections throughout the course of the project.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

   Located in rural, south Texas where access to interactive curriculum, internet, and additional academic resources such as libraries are non-existent, Driscoll ISD plans to launch a 1:1 technology lending program for students in the 5th, 6th, 7th and 8th grades in order to provide access to the interactive e-textbooks in Math and Science as well as other engaging curriculum and intervention resources in Reading and Social Studies that would not be possible without the use of these funds.

   The program will provide each targeted student an iPad accompanied with the curriculum materials, personalized learning tools, and content specific applications for writing, math, science, social studies, and reading in order to increase access to these important individualized learning resources and allow students to have 24/7 access.

   The district requests a total of $99,986 to purchase the 100 iPads, 100 iPad cases, iPad insurance, 4 iPad carts, the iPad mobility management platform, and remote connectivity for students with the greatest need for internet connection in order to properly access the curriculum.

   The detailed budget is as follows:
      100 iPads for $50,400,
      100 iPad insurance for $9,900,
      4iPad carts for $10,304,
      100 iPad Smart Cases for $7,300,
      2 Mac Book Pro for $4,234,
      2 MacBook Pro insurance for $478,
      Air Watch Platform for $12,330,
      Remove Connectivity for $5,040,

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding from all sources including the Instructional Materials Allotment (IMA), the local budget, and the 2014-2016 Technology Lending Program Grant will be coordinated to maximize the impact of the funds on student learning. IMA funds are being used to purchase curriculum materials such as Science and Math interactive e-textbooks for the individualized learning devices. Local budget funds will be used to purchase additional educational apps, ebooks, and other resources to maximize the iPads use as instructional tool. Additional District budget funds will also be used to provide a District Technology Support Specialist who will provide training and technical support for the program. Professional development budgets have been set aside to provide instructional staff an intensive summer "iPad Boot Camp" in preparation for the new technologies, new curricula, and new instructional tools.

Coordination of resources is accomplished through the campus and district planning process as well as through the Technology planning process. Each campus has both a campus planning team and a technology planning team which work together to maximize resources.

iPad resources will be shared as allowable by all teachers and students on a campus in order to maximize the efficiency and effectiveness of the program. All iPads acquired through this grant will be actively used by students through the program in order to access their ebooks, e-textbooks, and other critical curriculum materials. There will be no "extra" iPads purchased.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the needs assessment process, staff expressed that it is "extremely important to utlize technological equipment." "Teachers feel incorporating technology into lessons has made them better teachers." The campus plan provides time for teachers to plan, prepare, and use technology for effective classroom integration." The Technology Lending Program aligns with District Goal 2 which states "Driscoll ISD students will be on-track for high school graduation and will possess the skills necessary to be successful in the digital-learning age through the development and implementation of: Performance Objective: 1. Rigorous Curriculum, 2. Relevant Professional Development, 3. Rich Programs that Promote Career Development, 4. Relevant Integration of Technology in Student Learning." Gifted students are participating the new Above and Beyond class which includes a technology project each quarter. Parents are involved in monthly activities which will now include a technology tip or strategy on Responsible use of technology. Interactive white boards in every classroom have been very effective and helpful for teachers. The AVID program for targeted 7th and 8th graders will be enhanced through the implementation of the 1:1 program. As well, the middle school has been working to provide "Elective courses for Middle School students which offer opportunities to receive real-life technology applications. The Driscoll Middle School also has the goal of "providing Professional Development in the use of all technological equipment" such as Promethean boards, iPads, and Apply products. Driscoll Middle School provides a comprehensive program of activities to promote college and career readiness which will be enhanced by additional access including "Catch the College Fever," a college readiness district developed initiative with a focus on post-secondary institutions of higher learning, opportunities for students to visit major Texas universities, a college/career day, and a transition to high school program which highlights the opportunities available in high school such as credit opportunities. Driscoll already provides K-8 students with systematic training in internet safety.

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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The district has prioritized the campuses with the highest need for a technology lending program based on several factors. The first factor that was used in prioritizing was to determine which grades and campuses would be served. The age and grade of students to be served was taken into consideration, it was agreed that the campus with the highest need for a technology lending program was determined to be the middle school campus and the feeder grade level to the middle school. The campus identified has a student population of 73% of students being served free/reduced lunch. The use of student and parent surveys were used to obtain the perceptions and attitudes of how students and parents perceived the proposed 1:1 lending program would affect the academic achievement of those students who currently do not have internet access in their homes. Students were identified based on surveys sent home to parents to verify the targeted high need students did not have internet access in their homes. The use of this survey will help to ensure that the targeted population of students will have access to loan a device and for those students identified with no internet access, a 3G enabled device will be provided to the students. The 3G device will be obtained by and contracted by the district, it will ensure that there will be adequate technical support from the 3G provider in events where students maybe experiencing connection difficulty. In order for the district to ensure access to lending equipment, the number of students to be served by this project will be 100% of students in 5th, 6th, 7th, and 8th grades, ensuring that the allotted budgeted amounts will be sufficient to provide the equipment needed to serve these high need students.

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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   Driscoll ISD curriculum at the 5th, 6th, 7th, and 8th grade levels features TEKS (Texas Essential Knowledge and Skills) and CCRS (College and Career Readiness Standards) aligned curriculum to prepare students for career and college success. Reading, Math, Science, and Social Studies form the foundation of the curriculum with electives offered such as Health, PE, art, and technology. Benchmarks in the core academic areas are conducted on a regular basis as well as mini-assessments throughout the year.

   Instruction at Driscoll ISD is focused on mastery. If a student does not master a skill, additional instruction and support is immediately provided at the Tier II level to close the gap. Through 2012, our intervention programs have been effective in bridging the gaps that our students face due to their socio-economic challenges. However, with the implementation of STAAR, we have found that, although the students mastered the material, the difficulty level of the curriculum is no longer adequate to meet the needs of the 21st century. As a result, Driscoll ISD is seeking to maximize instructional and intervention time so that students are able to learn more difficult and complex curriculum in a shorter period of time.

   In order to reach mastery of more difficult and complex curriculum, Driscoll ISD has implemented several computer based programs such as Study Island, ALEKS, Think Through Math, iStation and Renaissance Reading which have been very successful with our students to provide the depth and complexity required. In addition, the district has utilized iPads to provide enhance "lab time" in the different content areas such as science, writing, math, and reading. Promethean/Interactive White Boards, ipods, video-conferencing and other technology projects have also been consistently implemented in order to bring the curriculum to life for Driscoll students. Additionally, with the proposed implementation of a 1:1 program, teachers are planning to use instructional videos, virtual science experiments and 3D math models that the students can manipulate to engage students at authentic levels.

   Within the time constraints that we have and due to the increasing standards, Driscoll ISD is already adjusting our instructional delivery but seeks to further enhance this adjustment by adding the 1:1 iPad ratio to our instructional capacity. Through use of iPads and e-textbooks in math and science, combined with the strong management that the district has in place, our students will receive the enhanced resources that are so desperately needed to continue to bridge the gaps that Driscoll students face.

   Skills in technology are also one of Driscoll ISD's 21st century goals. Adding the use of iPads in every area of our curriculum at the 1:1 ratio will greatly increase our student's proficiency in technology. We know that if students are going to be effective and efficient in the workplace, they will need not only basic skills in Word, Excel, and Powerpoint, but also higher level technology skills that combine communication in writing, video, photography with higher level analysis skills in math and science which they can begin to develop at this critical phase in their lives through the 2014-2016 Technology Lending program at Driscoll ISD.

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 178905	Amendment # (for amendments only):
TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	

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Electronic instructional materials are currently being used throughout the district in every core subject area and grade level. In general use, programs such as Gmail, iPhoto, iBooks, Google Chrome, Google Drive, Prezi, QR Code Reader, Notes, Keynote, iMovie, Garageband, Doodle Buddy, Google Calendar, Best QR Scanner and Generator, Podcasts, Side-by-Side, Socrative- Student Quiz Program, Notability, Safari, and TED talks are utilized to enhance student learning by encouraging students to read, think, summarize and then present their work in unique ways to communicate about and to demonstrate their learning.

Teachers utilize a variety of resources such as 26 Instructional Strategies on the iPad, Educreations Interactive White Board, Mobile Mouse Lite, and Bloom's taxonomy.

Across the curriculum, the district uses Study Island, OnLine Phonics, ALEKS, ImagineIt, STARFALL, and other web based resources to provide additional lab time, virtual fields trips, and experiences to connect students will real-world and relevant content.

Content specific instructional materials are used according to student needs. In Reading/ELA, Renaissance Reading is utilized to maximize student reading fluency and comprehension. Additional Reading resources such as Trading Cards, Prompts for Writers, Pages, a Novel Idea, and Dragon Dictation will be also utilized to enhance the TEKS/CCRS based curriculum. In Math and Science, the district will be using the Math and Science ebooks starting in 2014-2015 school year. In addition, resources such as Earth Landforms, Kahn Academy, 3D Cell Simulation and Stain Tool, Brainpop, Insight 360 will be utilized. In Social Studies, the district will use resources such as The Alamo, Texas 1836, Google Earth, History 3D:Civil War, and Texas History 7th grade to enhance the curriculum.

For ESL students, programs such as Dyslexia toolbox and reading comprehension camp provide additional resources.

For Special Education students, programs such as Daily Task, Dragon Dictation, Overcoming Obstacles, and other Social Skills programs provide important enhancements to the regular classroom environment.

Driscoll ISD has been systematically training teachers to increase their knowledge and skills in classroom instructional technology by providing 12 hours of SBEC aligned technology training each year. As well, through "just in time" training provided by the Technology Support staff at each campus, staff and students receive daily support as needed to utilize technology more effectively. Lesson plan adjustment time is being built into teachers' work days so that they can effectively make lesson adjustments to maximize not only the new hardware but the new software which are being constantly added to the 21st century environment.

Although the district is using electronic instructional materials effectively, students do not have enough time on task to keep up with the challenges of the coming years. If our students are going to be successful in college and career, our teachers and parents must learn how to maximize the tremendous curriculum resources available in a way that does not underestimate our students ability to learn. Our constant goal is to ensure that every student not only has access to technology but that the technology and curriculum is truly teaching our students to be able to analyze, evaluate, plan, think, and express themselves effectively in ways that make the world and our classrooms a better, more healthy, and safer place.

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is

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provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Professional development for teachers in the use of electronic instructional materials is an ongoing process that began many years ago with the purchase of the original iPads, iPods and Promethean Boards. Each year data from walk throughs and teacher surveys is used to find areas of need. Training is then planned and provided during teacher in-service days. Continuation of the district's professional development model will guarantee that all teachers involved in this project will be proficient and knowledgeable in the process of implementing, configuring (where needed), and administering the electronic instructional material, specifically targeting how students can better use technology devices at home. Two teachers will be trained in the Trainer Of Trainer model, to be proficient and adequately prepared to support coworkers if issues with the delivery of the electronic instructional materials arise. Professional development will be ongoing, sustained, and evaluated throughout the duration of this project. In order to effectively verify that teachers, students, and parents are involved in this project, approximately every nine weeks, these stake holders will be surveyed to identify successes and problems that the campus administration can address throughout the implementation of the project. All professional development that teachers will receive with regards to this project will be supported through local funds.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The infrastructure in the District is adequate to support students' anticipated use of devices provided by the grant at the participating campuses. Currently, the participating campuses have a 50 mbps fiber optics connection protected by a CIPA compliant firewall. The district technology administrator has been working with the Erate vendor to ensure that an infrastructure model exists so that a portion of the bandwidth is dedicated to school provided devices. The current infrastructure is more than adequate to provide students the ability to access and download class files and other digital content; to complete an assessment without network disruption, and even provide online conversations with fellow teachers or students to enhance the students' learning experience. According to Learning in the 21st Century, Blackboard and Project tomorrow, "Device Decisions Made Easy", January 2014, 87% of IT professionals rank wireless networking as the most important technology upgrade for a school. The wireless network infrastructure has been a priority as the district has focused on ensuring that the wireless infrastructure is able to handle the load of possibly up to 50 users per WAP device. The district has addressed this issue by installing 15 Cisco wireless access points, controller based, that will provide connectivity to participating student devices anywhere within 50 ft of the school building.

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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The plan is to provide internet access to the homes of students, who have been identified as high need and who are in need of internet access. Students will be identified based on economic data and surveys sent home to parents to verify the targeted high-need students do not have internet access in their homes. The survey will help to ensure that the targeted population of students without internet access at home will have access to a device and 3G connectivity, thus providing internet access to the home of those students in need. The broadband device will be obtained by and contracted by the district. In the standard contract, technical support is available to the students, so that it will ensure that there will be adequate support from the broadband provider in events where students maybe experiencing internet connection issues. In order for the district to ensure access to internet to those students who do not currently have it in their homes, the number of students to be provided internet access at home will be 20, ensuring that the allotted budgeted amounts will be sufficient to provide internet to the identified high need students. The plan also address for the device failure and timely delivery of replacement devices where needed. Students will use their teachers as the point of contact in the event a service issue is identified with a broadband device. The school, when needed, will ship back and receive any devices needing servicing.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technical support to be provided will be adequate to support the anticipated students' use of devices. The technical support will ensure that insurance, manufacturer warranties, and student agreement forms be used as a preliminary layer of technical support. With student, parent and teacher training, a professional learning community will be ever evolving to meet the changing needs and demands of students using the equipment lent to them by the school. The support will have several tiers beginning with the students and parents who will be trained to be able to describe any technical issues they are experiencing. By providing descriptions to what issues students are experiencing, a trained staff/teacher will be better able to diagnose and expedite the technical resolution. The district technology staff will serve as a tier two support, being able to re-configure devices or serve as central location for the return of/and receipt of faulty technology devices. The 3G service provider will serve as another layer of support when the students are not in school. Support will be in the form of a toll-free number provided to the parents and students who have the 3G equipped devices to ensure connectivity for use with the web based curriculum and resources available to students.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Driscoll ISD's Technology Lending Grant Plan describes the implementation roll-out process for both the elementary and middle school campuses. The district has dedicated local network server space to house and inventory the e-instructional materials, and has a strong system in place to inventory all equipment purchased for the district. Access to the dedicated portion of the local network and the equipment inventory documentation will be limited to a select group of educators. Once the e-instructional materials have been secured on the network and the devices have been inventoried, school personnel will determine which students meet the criteria of "in need" using PEIMS demographic data to verify socioeconomic status. Parent surveys or face-to-face parent conferences will be utilized to establish the need for internet access at home. Students, who meet the eligibility criteria, and their parents will be required to attend and actively participate in the Technology Lending Program Orientation/training on Driscoll's Acceptable Internet Use Policies for both the device and the 3G internet connectivity component. Student and/or parents who are unable to attend the training sessions will not be issued a device until the training has been successfully completed. District personnel will also review and discuss user responsibilities, care and maintenance of the equipment as well as the consequences for violating district policy.

The check-out and check-in process and timeline will include the following: No later than the end of the second week of school, students meeting the eligibility criteria will be identified, parents notified and the Orientation/training will be scheduled. During the Technology Lending Program Orientation, eligible students and their parents will receive the program overview and training to establish acceptable norms, understanding how technical support will work while at home and district contact information in the event internet connectivity issues arise while at home. Periodic equipment checks will be conducted throughout the school year to ensure student adherence to the care and maintenance portions of the program. In late May, during the last two weeks of school, all equipment will be checked in and verified as well maintained, functional, and up-to-date.

The technology coordinator, counselor, and administrators will be responsible for ensuring that the check out/in processes have been adhered to. In the event of competing need, the technology committee of educators will use additional data sources including: state assessment student achievement data and local core content (Math, Science, Reading and Social Studies) assessments, and teacher feedback to further prioritize substantial need. The committee will address the competing needs as they arise.

Periodic equipment checks will be conducted to ensure the technology lending equipment is well maintained and in proper working condition. These periodic checks will occur a minimum of four times per year. An online form will be available to parents and students to submit issues with maintenance directly to the district technology coordinator who will in turn provide prompt feedback or instructions returning equipment in need of repair or replacement. At the end of year check in, the devices will be inventoried and re-imaged to create a new configuration for the upcoming year. This process will be evaluated for efficiency and effectiveness and to identify problems in the process of check in/out, device repair and reconfiguration, as well as vendor provided support.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 178905	Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

    Administrative procedures require all technology that leaves the district must be checked out using the district lending agreement and acceptable user policy form that both parent and student must sign. With the influx of iPads at a 1:1 for grades 5 through 8, the district has proposed to use a mobile device management platform that will enable the district to track all iPads, configure policies and settings, and secure access to school networks and resources whether on campus or at home. District administrators will be able to guarantee devices are compliant with school policies and monitor any violations in real time. This empowers the district to maximize the mobile investment by increasing IT efficiency and reducing costs associated with managing mobility. Insurance will be provided through the grant as a low cost way to protect the district's investment.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

    A Technology Lending Agreement and Responsible Use Policy have been developed through collaboration of the key district technology staff, reviewed and approved by a district committee, and the local Board of Trustees, CQ(Local). The district ensures that students receiving internet access at school and now at home, have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). The digital citizenship strand of the TEKS are taught at the beginning of each school year and is revisited throughout the year. The Lending Agreement will now establish minimal replacement fees based on insurance deductibles.

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